Minutes of the sixty fifth meeting of Learning and Quality Committee held on Wednesday 9th May 2012 in QA075, Greenwich Maritime Campus

Present

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| S. Jarvis, Deputy Vice Chancellor (Academic Development) - Chair | | S. Naylor – Quality Assurance Manager (LQU) - Executive Officer |
| C. Delage (AC) | School Directors of Learning and Quality | W Cealey Harrison – Head of Learning and Quality Unit |
| J. Cullinane (BU) | S. Walker – Head of Educational Development Unit |
| G. Farmer (ET) | M. McGibbon – Head of Department, School of Science |
| A. Grant (EN) | A. Murphy – Information and Library Services |
| V. Habgood (HS) | D. Hayes – Head of Partnership Division |
| Z. Pettit (HU) | E. Kehoe – Deputy Head of (OSA) |
| R. Blackburn (MS) | D. Sheppard, Quality Assurance Officer |
| In attendance |  |  |
| C. Harper, QA Manager, Learning and Quality Unit  E. Price QA Manager, Learning and Quality Unit  P. Clipsham, Head of Department, CMS School | |  |

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| 11.65.1 | | **Apologies**  S. Leggatt - Head of Department , School of Education  K. Haque - VP Education, Students’ Union |  |
| 11.65.2 | | **Minutes of the Meeting of 19th March 2012** |  |
|  | | The minutes of the meeting of 19th March 2012 were agreed as an accurate record. |  |
| 11.65.3 | | **Actions Arising from the Meeting of 19th March 2012 and prior** |  |
| 10.59.6a refers | | The Learning and Quality Unit discussed with the Marketing Department the manner in which programme specifications placed on University’s website on an individual programme page may be updated. A protocol has been drafted and will be circulated to all Schools for wider dissemination. |  |
| Action | | Circulate protocol for update of web based programme specification data | LQU |
| 10.59.7 refers | | The Learning and Quality Unit contacted all Deans, Directors of Learning and Quality, Heads of Department and Quality Assurance Officers, providing a reminder on the nature of materials that ought to be supplied to new external examiners. As part of this reminder, the Unit requested all schools to invite Unit members to locally organized induction events in order that external examiners may be inducted into wider University policies and protocols relating to their role. To date this has been taken up by the School of Education and School of Computing & Mathematical Sciences. |  |
| 11.62.8 refers  Action | | (a) All Schools submitted revised Moodle implementation strategies and the Chair thanked members for their work in concluding this update.  (b) The Educational Development Unit presented a short summary paper concerning a sampling exercise of current courses built into Moodle. The paper described a variable picture of the level of uptake, usage and embedding across Schools. The Committee endorsed the proposed development of a library of case exemplars to support staff. Schools, having undertaken various strategies to disseminate effective practice amongst their own staff, should forward their best practice exemplars to the EDU. The Committee agreed the following in response to the recommendations made in the paper:   1. that sampling of courses to ascertain uptake, usage and embedding should continue in the next academic session 2. that Schools need to focus clearly on trying to remove “phantom sites” from the system 3. that responsibilities for maintaining individual Moodle elements and components ought to be clarified in order to ensure minimum requirements are being met across all Schools. 4. that the University’s VLE Working Group should continue to be involved in consideration of the broader issues raised in the Report. | Schools  VLE working group  EDU |
| 11.63.5a refers | | The Committee noted that Planning and Statistics, through the KIS Working Group, has devised a mechanism whereby the lower level assessment components in Banner that are identified as practicals can be included into the Key Information Set.  Schools were reminded that the Key Information Set, once completed and published, would continue to provide an opportunity to assess the overall balance of their respective assessment structures at programme level and that all Schools utilize the data to consider whether the balance should be adjusted in the process of quinquennial review. |  |
| 11.63.4 refers | | The Office of Student Affairs and International Office both provided commentary on how the University undertakes its management of the international student experience in response to the QAA guidance paper. The papers combined provided a view that the University has a well structured and supportive approach to its international students. |  |
| 11.64.5 refers | | The Committee received a final draft protocol for the consideration of applicants without formal qualifications in response to the QAA Collaborative Audit recommendations of 2011. The protocol will be included in the University Admissions Policy, which will be presented in due course to Academic Council for ratification. The protocol will be enhanced by the inclusion of guidance on how to conduct interviews with applicants in this position. |  |
| Action | | Protocol for admitting students without formal qualifications to be incorporated into University Admissions Policy and the final policy to be presented to Academic Council for endorsement pending the input of the Secretary and Registrar. | Admissions |
| 11.64.6 refers  Action | | (a) Academic Regulations Governing External Examining  The Learning and Quality Unit completed and circulated a revised draft of section 6 of the Academic Regulations relating to external examining to all members. A final draft has been completed based upon responses from the Vice Chancellor’s Office and individual Schools and will be presented for ratification by Academic Council in due course. (Members are asked to note that the Institutional Review Preparation Group has instructed the LQU to draft protocols for responding to Examiners’ Reports and these also have now been drafted and will be circulated in due course to key School staff).  Circulate draft protocols to School staff.   1. External Examiner access to Moodle   The Learning and Quality unit has organized a meeting with representatives from ILS, Human Resources and one school in order to assess and report back upon the nature of the issue, and any potential solutions for future implementation. The meeting will take place in May. |  |
| Action | | Information and proposals concerning future development of Moodle to permit examiner access to be reported back to LQC | LQU  ILS  HR |
| 11.64.8 refers | | The Chair noted that the Business had supplied a paper upon Enterprise and Entrepreneurial Education in the University and at this had been considered by the Vice Chancellor’s office, and a revised final version submitted to the QAA in response to its consultation exercise. |  |
| 11.65.4 | | **University Learning and Teaching Strategy** |  |
|  | | The committee received the version of the University Learning and Teaching Strategy which contained some of the revisions requested by the Vice Chancellor’s Group. Further changes were envisaged in terms of the presentation style. The Committee acknowledged that the final version will be presented to Council in October 2012 and that the fundamental principles now built into the strategy will be retained in some form. Members were requested to provide feedback to the Educational Development Unit for consideration to the final version. |  |
| **11.65.5** | | **University Policy for Accreditation of Prior Learning** |  |
|  | | The Committee received a first version of a University wide APL policy, drafted by the LQU following consultation with all Schools. The draft paper aimed to identify consistent use of terminology, define University principles for inclusion into the Academic Regulations, to formulate processes for claimants and the ratification of APL awarded and to provide a view of potential fee structures.  Following a detailed discussion the LQC ***endorsed*** the recommendations of the paper subject to a revised draft being presented to Academic Council that reflected the Committee’s discussions.  The level and nature of APL that may be awarded was keenly debated. The Committee requested that the final recommendations should reflect requirements that students ought to be provided with opportunities to study sufficient credit *at* the University to demonstrate they have met the University’s standards for the award. Upon this premise it was felt that there should be more clearly defined minima for credits studied and maxima for APL granted at academic Levels 4 through to 7.  In respect of process, the Committee agreed that common principles – aiming at scrutiny, consistency and transparency - for the consideration of APL claims should apply. These should include, inter alia, a common claim template, the principle that all claims are independently assessed and within a defined time period from the start of teaching, that an External Examiner need not be engaged in the pre-PAB process of granting APL but would retain overview of the amount and affect APL has on student and programme profiles at PABs and that any Boards constituted to ratify APL claims at School level should be commonly constituted across all Schools.  In respect of fees LQC endorsed the view that the fee structure should be simplified and that the full programme fee be payable for all APL claimants: that there should be no additional fee payable and conversely no rebate on the programme fee. |  |
| Action | | Incorporate the agreed principles and levels of credit relating to APL within the Academic Regulations for Taught Awards (Sections 4 and 5,) for consideration by Academic Council.  The recommendation relating to APL fees is considered by Fees and Financial Support group.  That consultation takes place to formulate and publish APL guidelines for those involved in making and assessing claims. | LQU  Fees and Financial Support Group  LQU and OSA |
| **11.65.6** | | **University Student Representation Systems** |  |
|  | | The Committee received and noted a short resumé of the University’s revised Student Representation System and School based Student Experience Committees. The Committee accepted that systems for addressing day to day student complaint and for issues arising from the management of programmes are well established and utilised by students but noted continuing difficulties in ensuring elected student representative attendance and contributions to more general meetings aimed at discussion and enhancement of key elements of the general student experience at the University. It was accepted that the many informal arrangements made at School level can be very productive and a useful part of the student engagement with the University as a whole and that ways in which to utilize this informal engagement more formally would be welcome. The Committee noted that the potential establishment of a University Student Experience Committee by Academic Council that may well focus on the broadest student experience such as welfare, sports, accommodation in addition to elements of experience related to admission, ongoing study and alumniship. LQC expressed a view that this Committee should investigate the manner in which student engagement with Schools could best be maintained and reported to the central committee. |  |
| **11.65.7** | | **Personal Tutoring: Interim Report on consultation exercises** |  |
|  | | The Committee received and noted an interim report on Personal Tutoring, which the EDU is undertaking with an expectation of a full report and recommendations, focusing upon retention and transition, for presentation at the commencement of the next academic session. |  |
| **11.65.8** | | **Approvals and Reviews Group** |  |
|  | | LCC received the first minutes from and a set of revised terms for the Approvals and Review Group. The Committee endorsed the revised terms with the exception of (4). In respect of the latter the Group was requested to establish a mechanism, independent of School reporting in the Programme AMR, whereby the University can monitor the outcomes of approval and review panel requirements in addition to conditions. In addition, LQC agreed in principle to rotating membership of ARG in order to ensure all School representation across a given set of academic sessions.  The recommendations of the ARG in respect of three programme detailed in the minutes were endorsed and LQC requested that the Group itself seek clarifications from the Chairs of these events. Further to this the Group was requested to seek additional commentary from the Chair of the approval of the MSc Engineering Project and Programme Management  The general principles for establishing formal Chairs meetings prior to all events, the empowering of Chairs to defer meetings where documentation is inappropriate, the clarification of what defines a condition or requirement, contained in clause 7 of the minutes, were all endorsed. |  |
| Action | | ARG to consult with Chairs of 4 events as appropriate.  Principles and recommendation agreed under Section 7 of the report to be built into the appropriate parts of the Quality Assurance Handbook | LQU  LQU |
| **11.65.9** | | **QAA Revised Code: Information About HE provision** |  |
|  | | The QAA revised Quality Code, Part C, was received but not discussed at this meeting. The Chair agreed that the LQU should review the Code and establish the extent and manner in which the University is meeting the seven Indicators and report back to the Committee next academic session. |  |
| Action | | Review the QAA Quality Code, Part C, with appropriate University parties and report findings on the level and manner of how the University addresses the revised section of the Code. | LQU |
| **11.65.10** | | **Student Progression: Report on borderline decisions 2010/11** |  |
|  | | The Committee received and endorsed the recommendations contained in the second borderline report, which for 2010/11 is based upon a wider student population than the previous session (2009/10). The LQU has established for 2011/12 a different modus operandi in which the central Unit will review the same PAB sheets as those seen by the School, identifying those students which ought to form the population for consideration and then collating School minutes relating to those student profiles. In this way the analysis provided will be based upon a fully comparable set of data from all Schools. |  |
| **11.65.11** | | **Banner: Release of Provision Grades** |  |
|  | | The Business School provided a short general paper providing a rationale for the release of examination marks to students earlier than is the current practice. This would either be at the point of mark entry or at a point in the SAP/PAB procedures. The paper received Committee endorsement, with reservation from the School of CMS, for the release of provisional grades on Bannerweb at the point of entry to the system. Recommendation 1 of the paper was endorsed.  LQC requested that the paper be sent to OSA for implementation |  |
| Action | | Head of the Office of Student Affairs with input from the OSA and Student Records Systems team consider how to operationalise for 2012/13. Further for the Head of OSA to consider whether such a change ought to be considered for endorsement by Academic Council as a University policy issue. | LQU  OSA  SRS |
| **11.65.12** | | **Quality Assurance Handbook: Summary of proposed Changes for 2012/13** |  |
|  | | LQC received a short paper that summarized proposed changes to the Quality Assurance Handbook, predicated upon recent requirements made in response to developments in the University’s work in other committees where recommendations for enhancement have been made and accepted. The Committee accepted the principles based in the summary, but members requested sight of the full version in due course prior to agreement. The LQU agreed to circulate both the main text and, following internal review, ALL revised Appendices. It was agreed that, following School based consultation and final drafts that the Chair sign out the QAH by the end of July 2012. School LQC members were requested to return comments no later than mid June.  In addition, members proposed that a formal change log of the QAH be maintained by the LQU as a formal part of the documentation history. This proposal was endorsed and will be adopted with immediate effect. |  |
| Action | Complete and circulate QAH amendments in full and circulate together with revised appendices as appropriate. Schools are requested to comment no later than mid June and Chair of LQC to sign out final document no later than 31st July 2012. Additionally, a formal log of all changes to the QAH should be established and maintained. | LQU |
| **11.65.13** | **Professional and Statutory Bodies: Notifications and Reports** |  |
|  | The Committee received notification of the following:  (a) The School of Architecture, Design and Construction programmes in Building and Construction have met their annual requirements of review with the Royal Institute of Chartered Surveyors.  (b) The School of Health & Siocial Care programmes in Nursing and Midwifery have been approved by the Nursing and Midwifery Council following their attendance at a large scale review event earlier this academic session.  (c) The Committee expressed its congratulations to the School of Computing & Mathematical Sciences for the recent accreditation for its MSc Cinematography and Post Production by the British Kinematograph and Television Society. |  |
| **11.65.14** | **School Learning and Quality Committee Minutes** |  |
|  | The Committee received Minutes from the Schools of Architecture, Design and Construction, Business, Engineering, Humanities & Social Sciences and Science. No issues were raised. |  |
|  | **Dates of Committee meetings for 2012 – 13**  (Provisional subject to current committee structure being retained) |  |
|  | 1. September 19 2012, 13.00 Queen Anne 075, Greenwich |  |
|  | 1. October 18th 2012, 13.00, Seacole 309/10, Avery Hill (says Southwood) |  |
|  | 1. December 5th 2012, 9.30, Blake 028, Medway |  |
|  | 1. January 9th 2013, 13.00, Queen Anne 075, Greenwich |  |
|  | 1. February 13th 2013, 13.00, Seacole 309/10, Avery Hill |  |
|  | 1. March 20th 2013, 13.00, Blake 028, Medway |  |
|  | 1. May 8th 2013, 13.00, Queen Anne 075, Greenwich |  |

Learning and Quality Committee: Action list arising from the meeting of May 2012.

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| Minute | Action | Responsibility | Status |
| 10.59.6a | Circulate protocol for update of web based programme specification data | LQU | Completed |
| 11.62.8 | (a) All Schools submitted revised Moodle implementation strategies and the Chair thanked members for their work in concluding this update.  (b) The Educational Development Unit presented a short summary paper concerning a sampling exercise of current courses built into Moodle. The paper described a variable picture of the level of uptake, usage and embedding across Schools. The Committee endorsed the proposed development of a library of case exemplars to support staff. Schools, having undertaken various strategies to disseminate effective practice amongst their own staff, should forward their best practice exemplars to the EDU. The Committee agreed the following in response to the recommendations made in the paper:   1. that sampling of courses to ascertain uptake, usage and embedding should continue in the next academic session 2. that Schools need to focus clearly on trying to remove “phantom sites” from the system 3. that responsibilities for maintaining individual Moodle elements and components ought to be clarified in order to ensure minimum requirements are being met across all Schools. 4. that the University’s VLE Working Group should continue to be involved in consideration of the broader issues raised in the Report. | Schools  VLE working group  EDU |  |
| 11.64.5 | Protocol for admitting students without formal qualifications to be incorporated into University Admissions Policy and the final policy to be presented to Academic Council for endorsement pending the input of the Secretary and Registrar. | Admissions | Completed: Paper withdrawn by Council |
| 11.64.6 | Academic Regulations Governing External Examining: Circulate draft protocols to School staff. | LQU | Completed: Draft also commented upon Linda Cording and final version now ready for Council in October 2012 |
|  | Information and proposals concerning future development of Moodle to permit examiner access to be reported back to LQC | LQU  ILS  HR | Completed. LQU convened short life group and agreed to pilot access through central creation of ARMS accounts for examiners in HUMS and HEA for 2012/13 |
| 11.65.5 | Incorporate the agreed principles and levels of credit relating to APL within the Academic Regulations for Taught Awards (Sections 4 and 5,) for consideration by Academic Council.  The recommendation relating to APL fees is considered by Fees and Financial Support group.  That consultation takes place to formulate and publish APL guidelines for those involved in making and assessing claims. | LQU  Fees and Financial Support Group  LQU and OSA | Ongoing  APL fees have already been discussed by the Fees group and the principle of no fee remission has been agreed  Completed: publication draft with Marketing |
| 11.65.8 | ARG to consult with Chairs of 4 events as appropriate.  Principles and recommendation agreed under Section 7 of the report to be built into the appropriate parts of the Quality Assurance Handbook | LQU  LQU |  |
| 11.65.9 | Review the QAA Quality Code, Part C, with appropriate University parties and report findings on the level and manner of how the University addresses the revised section of the Code. | LQU | Ongoing |
| 11.65.10 | Head of the Office of Student Affairs with input from the OSA and Student Records Systems team consider how to operationalise for 2012/13. Further for the Head of OSA to consider whether such a change ought to be considered for endorsement by Academic Council as a University policy issue. | OSA (CH)  SRS (DM) |  |
| 11.65.12 | Complete and circulate QAH amendments in full and circulate together with revised appendices as appropriate. Schools are requested to comment no later than mid June and Chair of LQC to sign out final document no later than 31st July 2012. Additionally, a formal log of all changes to the QAH should be established and maintained. | LQU | Completed: current revised drafts under consideration.  Formal log will be introduced for all future changes |